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ABSTRACT

Designed for participants at a national teleconference on civic responsibility, this workbook provides the conference program, information on speakers, essays and fact sheets on various aspects of citizenship education and community service, and a list of resources for educational planning. The workbook includes: (1) a summary of the National and Community Service Act of 1989, a bill that provides funding to initiate or expand several community/national service programs; (2) a statement by the Johnson Foundation entitled "Principles of Good Practice in Combining Service and Learning"; (3) descriptions of proposals of the Minnesota Community College Student Association to make community service a graduation requirement and to create citizens councils and study circles as a means of developing citizenship and leadership abilities among students, faculty, staff, and community members; (4) "President Bush's Points of Light Initiative Fact Sheet"; (5) "Building Commitment to Civic Education: Introducing CIVITAS, a Civic Education Curriculum Framework," by John H. Buchanan, Jr., which describes a joint project of the Council for the Advancement of Citizenship and the Center for Civic Education to develop a civic education curriculum; (6) "How the Young Learn Responsibility," by Robert Coles; (7) the American Association of Community and Junior Colleges' policy statement on national and community service and statements by several political figures and educational spokespeople regarding community service; and (8) a list of organizations and publications that could serve as resources for the development of a national/community service program. (AYC)

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The American Seminar VI

Civic Responsibility and the American Student

The Challenges and Opportunities of National Service

Teleconference Workbook

JC 890 516

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Civic Responsibility and the American Student

The Challenges and Opportunities of National Service

Welcome to the Teleconference

Service is concerned with helping others, but it is also concerned with improved learning. . .we urge that all community colleges encourage a service program at their institution, one that begins with clearly stated civic and educational objectives.

from *Building Communities* report of the Commission on the Future of Community Colleges

Today, you and your colleagues are joining with your counterparts at community, technical and junior colleges across the country to participate in the sixth national interactive video teleconference in the American Seminar series, presented by the American Association of Community and Junior Colleges (AACJC). The purpose of this teleconference is to bring the nation's community, technical, and junior colleges together to react to the full range of issues that surround the concept of national and community service, with particular attention to the recently released National and Community Service Act of 1989 (S. 1430).

Through interactive dialogue between panelists, studio experts and community colleges across the country, this teleconference offers participants the opportunities to learn about and discuss the proposed legislation on national and community service, and how it will affect their students, their colleges and their communities.

At the conclusion of the teleconference, you and other participants at your college will be asked to complete a National and Community Service Questionnaire. This Questionnaire, reflecting your views on this new legislative initiative, will be collected and compiled by the Minnesota Community College Student Association and then forwarded by AACJC to Members of Congress as *Report to Decisionmakers: The Nation's Community, Technical and Junior Colleges Speak Out on National Service.*

Following this national telecast, participants are encouraged to discuss the opportunities and challenges that national and community service programs can offer their own institutions. This *Civic Responsibility and the American Student Teleconference Workbook* is provided as a resource for that dialogue and subsequent actions plans.

TELECONFERENCE PROGRAM

The American Seminar VI

Civic Responsibility and the American Student
The Challenges and Opportunities of National Service

An AACJC interactive video teleconference via satellite from Washington, DC
Thursday, October 12, 1989

(All times are Eastern Standard Time)

2:30 pm **Local Introductory Sessions** to prepare participants for the content and process of the teleconference. Time, length, and format vary from college to college.

3:00 pm **Welcome to the American Seminar VI**

Greetings: President George Bush (message)

Opening Remarks: Flora Mancuso Edwards
President, Middlesex County College
Chair, AACJC Board of Directors

3:06 pm **Building Student Civic Responsibility Through National Service: An Idea Whose Time Has Come?**

Panelists: Amb. L. Bruce Laingen, Executive Director,
National Commission on the Public Service
Rep. Dave McCurdy (D-OK)
Sen. Barbara Mikulski (D-MD)
Rep. Constance Morella (R-MD)
Rep. Pat Williams (D-MT)
C. Gregg Petersmeyer, Deputy Assistant to the President for National Service
Mark J.Korf, Student, Fergus Falls Community College and President, Minnesota Community College Student Association

Moderator: Dale Parnell, President
American Association of Community and Junior Colleges

On-Camera Studio Experts:

Dwayne Abbott
Student, Prince George's Community College

Robert H. Atwell
American Council on Education

William A. Blakey
Attorney

Jay H. Boyar
Prince George's Community College

John A. Briscoe
PennSERVE

John H. Buchanan, Jr.
Council for the Advancement of Citizenship

Constance Carter-Hoover
University of the District of Columbia

Donald J. Eberly
National Service Secretariat

Clark Ervin
The White House

Curtis Gans
Committee for the Study of the American Electorate

John F. Jennings
Senate Subcommittee on Elementary, Secondary and Vocational Education

Rick Jurue
House Subcommittee on Post-Secondary Education

Suzanne Morse
Kettering Foundation

Robert Myers
Student, Prince George's Community College

David H. Ponitz
Sinclair Community College

Susan Stroud
ECS Campus Compact

Lionel Sylvas
Northern Virginia Community College

Kathleen Kennedy Townsend,
Maryland Student Service Alliance

TELECONFERENCE PROGRAM

Telephone lines will be open for the entire teleconference.

Questions for Discussion:

1. How will the proposed National and Community Service Act of 1989 (Senate Bill 1430) impact college students? high school students? colleges? communities?
2. Should national and community service be voluntary?
3. Should national service be linked to student financial aid?
4. Should colleges offer credit and other incentives for service? Should service be a requirement for graduation?
5. What are the connections between civic responsibility and volunteer service?
6. Should national and community service programs be open to all Americans or should they focus on students?
7. How can we assure that national and community service programs also accomplish educational objectives? Should this be required?
8. What model service programs are now in place at high schools and colleges across the country? Are they working?
9. Which service programs most effectively enable students to fulfill their civic responsibility to their communities and their country?
10. What training programs are needed to launch a major new national service program? Training for students? for school administrators? for community leaders? What role should community, technical, and junior colleges play in these training programs?

3:50 pm **Report to Decisionmakers: The Nation's Colleges Speak Out on National Service**
Mark J. Korf

3:55 pm **Concluding Remarks**
Flora Mancuso Edwards
Dale Parnell

4:00–4:30 pm **OPTIONAL QUESTION PERIOD**
Video and Open Telephone Lines Continue
Panelists and studio experts will remain on-camera to respond to additional questions from participating colleges.

4:30 pm **Teleconference Concludes**

Teleconference Speakers

Flora Mancuso Edwards, is President, Middlesex County College and Chair, Board of Directors, American Association of Community and Junior Colleges. She previously served as President, Hostos Community College, City University of New York and Professor and Associate Dean of Faculty, LaGuardia Community College. Currently, Dr. Edwards is a Trustee of Iona College, and a member of the Commission on Global Education, the Governor's Commission on Criminal Justice and the Middle State's Commission on Higher Education.

Mark J. Korf, is a student at Fergus Falls Community College and Chairman, Student Advisory Council to the Higher Education Coordinating Board. He also serves as president of the Minnesota Community College Student Association which is assuming a statewide leadership role in organizing initiatives for community service throughout Minnesota. In 1986, he received the Eagle Scout award from the Boy Scouts of America.

L. Bruce Laingen is Executive Director of the National Commission on the Public Service, more commonly referred to as the Volcker Commission after its Honorary Chairman and former Federal Reserve Board Chairman, Paul A. Volcker. Ambassador Laingen is a retired career Foreign Service Officer whose 38 years in government included serving as Ambassador to Malta and Charge d'Affaires in Tehran before being taken hostage from 1979 to 1981. Ambassador Laingen received the Department of State's Meritorious Honor Award in 1967, the Department's Award for Valor in 1981 and the Presidential Meritorious Performance Award in 1984. He is dedicated to revitalizing the career public service of government.

Dave McCurdy, (D-OK) was elected to the Congress in 1980 to represent Oklahoma's fourth district in the United States House of Representatives. An active leader within the Armed Services Committee in formulating national defense policy, McCurdy is founder and chairman of the Task Force on Foreign Policy and Defense and the House Army Caucus aimed at carrying the debate beyond Washington. In January, 1989, Congressman McCurdy introduced the Citizenship and National Service Act of 1989.

Barbara A. Mikulski, (D-MD) was elected to the Senate in November 1986 after serving in the House of Representatives since 1977. She is a member of the Senate Labor and Human Resources Committee and has been a key sponsor of the National and Community Service Act of 1989. Senator Mikulski has a long history of involvement in community efforts. Before she ever ran for public office, Senator Mikulski worked in Baltimore as a social worker for a local Catholic charities organization and later for the Baltimore City Welfare Department.

Constance A. Morella, (R-MD) has represented Maryland's Eighth District in the United States House of Representatives since 1986. Prior to her election, Congresswoman Morella served for eight years in the Maryland General Assembly. An educator by profession, she taught for fifteen years in the English Department at Montgomery College in Rockville, Maryland. Congresswoman Morella is working to revitalize the Peace Corps through legislation creating an international service program on United States college campuses.

Dale Parnell, is President and Chief Executive Officer of the American Association of Community and Junior Colleges. He previously served as President, San Joaquin Delta College in California, first Chancellor, San Diego Community College System, and was founding President of Lane Community College in Eugene, Oregon. Dr. Parnell began his professional career as a secondary school teacher and has served as vice principal, principal, Superintendent of Schools, and State Superintendent of Public Instruction. He is the author of numerous publications, including, *The Neglected Majority* and *Dateline 2000: The New Higher Education Boom* to be released in January, 1990.

C. Gregg Petersmeyer, has been appointed by President Bush to head up his new office of national service. Petersmeyer is leading the President's efforts to substantially increase the scale and effectiveness of important community service initiatives throughout the nation. During 1987 and 1988, Petersmeyer was the Colorado State Chairman for the George Bush for President campaign and Chairman of the Colorado Delegation to the Republican National Convention in New Orleans. He also was a member of George Bush's National Steering Committee and National Finance Committee.

Patrick Williams, (D-MT) was first elected to the United States House of Representatives in 1978 and reelected to his sixth term in 1988. As a member of the House Education and Labor Committee, Congressman Williams serves as Chairman of the Subcommittee on Postsecondary Education. His other subcommittee assignments include: Elementary, Secondary, and Vocational Education, Select Education, and Employment Opportunities and Labor Standards. In his work on the Education and Labor Committee, Mr. Williams has continued his efforts in supporting a strong public education system, guaranteeing access to postsecondary education and assuring the rights of the American workforce.

On-camera studio experts selected for their expertise in civic education and national and community service are: **Dwayne Abbott**, Student, Prince George's Community College; **Robert H. Atwell**, American Council on Education; **William A. Blakey**, Attorney; **Jay H. Boyar**, Prince George's Community College; **John A. Briscoe**, PennSERVE; **John H. Buchanan, Jr.**, Council for the Advancement of Citizenship; **Constance Carter-Hoover** University of the District of Columbia; **Donald J. Eberly**, National Service Secretariat; **Clark Ervin**, The White House; **Curtis Gans**, Committee for the Study of the American Electorate; **John F. Jennings**, Senate Subcommittee on Elementary, Secondary and Vocational Education; **Rick Jurue**, Subcommittee on Post-Secondary Education; **Suzanne Morse**, Kettering Foundation; **Robert Myers**, Student, Prince George's Community College; **David H. Ponitz**, Sinclair Community College; **Susan Stroud**, ECS Campus Compact; **Lionel Sylvas**, Northern Virginia Community College; **Kathleen Kennedy Townsend**, Maryland Student Service Alliance.

Summary of the National and Community Service Act of 1989 (S. 1430)

This bill calls on every American, regardless of age or income, to engage in full- or part-time service to the nation. It will renew the ethic of civic responsibility and restore the "habits of the heart" that built our nation. The legislation will generate one billion hours of community service over five years by building on existing programs, encouraging schools to involve students in volunteer service, and offering incentives to those who wish to make a substantial full- or part-time commitment to civilian service.

1. School- and campus-based programs ($100 million)

Purpose: To create or expand service opportunities for students and out-of-school youth. To encourage community members, especially business and senior citizens, to volunteer in schools.

Part A. **Elementary and Secondary Programs**

Administration: Department of Education makes grants to states for elementary and secondary student community service programs and to encourage community members to volunteer in schools. States makes start-up grants to school/community agency partnerships. States pay 25% match. School/community agency partnerships pay match ranging from 90% to 50%.

Eligible participants: Student community service programs—Elementary and secondary school students; out-of-school youth. School volunteer and education partnership—priority for older Americans and business.

Stipend/Voucher: None. Schools may offer academic credit and reimburse costs associated with volunteering.

Part B. **Higher Education Programs**

Expands the Innovative Projects for Community Services and Student Financial Independence program administered by the Fund for the Improvement of Postsecondary Education.

Provides increased incentive for higher education institutions to use work-study funds for community service-learning programs.

Creates 50 percent set-aside for community service in State Student Incentive Grant program for funds appropriated above $75 million.

Allows partial loan cancellation in Perkins and Stafford Loan Programs for persons performing full-time community service.

II. Youth Service Corps ($100 million)

Purpose: To create and expand full-time and summer youth service corps programs. Modeled after existing conservation corps and human service corps. Participants work in crews under direction of a crew supervisor. Programs provide in-service and post-service education and training benefits to participants.

Administration: National service corporation makes grants to states for full-time or summer youth service/conservation corps programs. States pay 25% match.

Eligible participants: Youth aged 16 - 25 for year-round programs; 15 - 21 for summer program. Special effort to recruit educationally and economically disadvantaged youth.

Type of service: Conservation service on public lands; human service including work in nursing homes, hospitals, government agencies, libraries, parks, day care centers, schools, law enforcement agencies, and other private nonprofit social service organizations.

Stipend/voucher: Stipend: Not less than 100% of poverty line or more than 100% of minimum wage ($6200 - $7,000/year). Post-service education and training benefits: not less than $50 nor more than $100 per week served in program (up to $5200/year). Health insurance provided.

III. National Service Demonstration Programs ($100 million)

Purpose: To create a five-year demonstration program that will use full-time, part-time, and senior citizen volunteers in community-based projects. Provides vouchers good for first-time homebuying or educational expenses. Part-time participants serve for 3 to 6 years. Full-time participants serve 1 to 2 years. Volunteers receive three weeks of training.

Administration: National service corporation makes grants to states for state-designed full- or part-time community service program. States may subcontract. Five full-time and five part-time sites will be funded by first year, with new sites added over 5-year life program. States pay administrative and other operating expenses. Federal government pays voucher, stipend, health insurance, federal training costs.

Eligible participants: Age 17 or over.

Type of service: Self-help, conservation, human service, education, public safety.

Stipend/voucher: Stipend: For full-time participants, not less than 100% of poverty line or more than 100% of minimum wage ($6,200—$7,000/year); no stipend for part time. Education and/or first-home benefits: $8,500/year for up to two years full time; $3,000/year for three to six years part time. Health insurance provided for full-time participants.

IV. National Service Board and Corporation

Creates new National Service Board and Corporation to administer and evaluate youth service corps and national service demonstration programs.

V. Expansion of VISTA

Restores the number of VISTA volunteers over four-year period to program's peak level of past. Provision parallels S.1426, the Domestic Volunteer Service Act Reauthorization bill.

VI. Expansion of Older American Volunteer Programs

Expands the Retired Senior Volunteer, Foster Grandparent, and Senior Companion programs. Targets high priority areas of service, including child care, drug-abuse prevention, respite care, teenage parents, and literacy. Provision parallels S.1426, the Domestic Volunteer Service Act Reauthorization bill.

Combining Service and Learning:

Principles of Good Practice

Ten principles to guide successful volunteer and community service programs have been drafted by a group of national leaders of service organizations, schools, universities, and national associations convened by The Johnson Foundation. The group met at Wingspread, The Johnson Foundation's conference center, in Spring, 1989. The results of this unique effort to address the critical link between service and learning have been incorporated in a new document, "Principles of Good Practice in Combining Service and Learning," which currently is being distributed broadly by The Johnson Foundation.

The following preamble and principles are excerpts from that document:

The Preamble

> As a nation founded upon active citizenship and participation in community life, we have always believed that individuals can and should serve. It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be created and sustained over time, and to help every person appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both. Those who serve and those who are served are thus able to develop the informed judgement, imagination and skills which lead to greater capacity to contribute to the common good.

The Principles

An effective and sustained program for combining service and learning:

1. Engages people in responsible and appropriately challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Acknowledges that those with needs define their needs.
4. Has genuine, active, and sustained organizational commitment.
5. Articulates clear service and learning goals for all parties involved.
6. Clarifies the responsibilities of each person and organization involved.
7. Incorporates an ongoing process for matching resources and needs for the mutual benefit of all concerned.
8. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
9. Includes training, supervision, monitoring, support, and evaluation to meet service and learning goals.
10. Is committed to program participation by and with diverse populations.

The Johnson Foundation, Inc.
Post Office Box 547
Racine, Wisconsin 53401-0547

For more information, contact: Susan J. Poulsen

Civic Responsibilty and Community Service:

Two Model Initiatives of the Minnesota Community College Student Association

The two folloiwng program proposals for building student civic responsibility are included in this workbook as examples for community, technical and junior college program planners.

Leadership Development in Minnesota's Community Colleges

The Minnesota Community College Student Association's mission is to be an advocate for Minnesota's community collage students, to represent the needs and interests of these students in local, state, and national policy making, and to provide governance within the student community. We are dedicated to leadership development and helping every student become an informed and involved citizen. A key to understanding leadership development is the CIVICS of leadership: commitment, integrity, vision, initiative, and community service. We believe that every citizen should be prepared to offer leadership when called upon to do so, and that everyone can and should experience leadership through community services on a regular and ongoing basis.

Proposal One: Building a Community Service Program

Community service is one of the most meaningful forms of leadership because it is local and directly engages the lives and needs of people in our community. It is our conviction that the goal of every community service program should be to promote volunteerism. Volunteerism best represents the heart of community service because it is giving, based upon awareness and concern, and is its own source of satisfaction. The rewards of community service are spiritual rewards that nurture our own humanity and the quality of our community.

The Minnesota Community College Student Association proposes that community service be a requirement for high school graduation and college degrees.

We believe that by incorporating community service into the curriculum, the spirit of volunteerism will be enhanced because people will be exposed to its benefits and importance.

We also believe that this will enhance volunteerism opportunities by making schools and colleges centers for the coordination of community service projects. MCCSA encourages local public officials, mayors and governors to recognize community service work with letters and certificates and encourages public service announcements in support of community service programs.

In support of youth who are disadvantaged or at risk of not completing their high school education, MCCSA endorses the creation of an elective youth service program. This program must be elective, because a mandatory program would be counter productive to instilling in youth a value for community service.

Any youth service program, whether instituted locally or nationally, must be oriented toward the community it serves. Rural youth and urban youth should be served equally. All work projects that are assigned through the program should have intrinsic value and should never be make-work or busy-work. Since some form of payment is being considered for youth service, the program must avoid making the participants dependent upon rewards as a condition for community service. The program should feature rewards of quality time and value discussions that promote the discovery of the personal and spiritual rewards of volunteer service.

Funding for a youth service program should not work against current financial aids programs. The needs of older "non-traditional" students, who comprise almost half of the college student population, to gain an education and improve their life opportunities, should not be sacrificed, nor should their access to financial aid be in any way reduced or restricted to provide for youth service. High school graduates who complete the requirements recommended in this proposal should also have no restrictions placed upon their access to financial aid.

Proposal Two: Developing Citizen Councils and Study Circles

This proposal is designed to develop citizenship and leadership abilities among students, faculty, administration, and community members offering them a socially constructive means of directly addressing their concerns and the issues which interest them. The major hypothesis of the program is that most people are, in fact, not apathetic as is widely believed, but that they have little or no opportunity to address their concerns in a personally meaningful way.

To organize the program, students and faculty at all of Minnesota's Community Colleges will be surveyed and asked to identify issues and topics that concern them as citizens. These issues will be collected, assembled, and then reviewed by elected student leaders. Wherever a concentration of concerns can be identified, a "Citizen Council" will be created. For example, it is expected that a Citizen Environmental Council will be created to address such issues as industrial pollution, acid rain, and depletion of the ozone layer. A parallel structure of Councils will be developed state wide, with each college offering its students the same set of opportunities to participate in forums or "study circles." These forums or "study circles" will be funded through the student activity program, grants and donations, and where student clubs or other student organization already exist and have an appropriate focus, they will be offered a formal role in the Council.

Students, faculty, and community members will be encouraged to become involved in the issues of their choice through participation in the appropriate Councils. It is expected that Councils will meet monthly to hear presentations on one or more issues and to provide for general discussion among the Council's members. Councils can sponsor appropriate forums and assist the members of the forum in finding materials and information, and arranging their meetings. After four to six weeks, the forum will give a presentation to their sponsoring Council where they will review the process of their investigations and report their findings.

Once a year, MCCSA will organize a state-wide conference for representatives from each college's Councils. The representatives will meet and review the perspectives raised on the issues addressed by forums that year. At these conferences, state and national policy makers will be invited to participate in discussions that focus on ideas generated by forum participants. The use of teleconferencing will be considered for encouraging wider particpation in the sessions with policy makers. The conference will also provide policy makers with an opportunity to bring their concerns to the attention of the Councils where they can be discussed and studied.

This program will be the core of an integrated leadership development program. It is expected that as the Councils develop and the practice of setting up forums or "study circles" becomes familiar, this program will provide a means for organizing mentor-protege relationships, internships, simulation learning opportunites, travel and study opportunities, and a clearinghouse for encouraging other organizational affiliations that will help people become more effective leaders.

President Bush's Points of Light Initiative Fact Sheet

From: THE WHITE HOUSE
Office of the Press Secretary

"From now on in America, any definition of a successful life must include serving others."

CHALLENGE

Though America is at peace and more Americans are enjoying a greater degree of prosperity than ever before in our history, we still have work to do. As long as millions of Americans are illiterates, drop-outs, drug abusers, pregnant teens, delinquent or suicidal young people, AIDS victims and among the homeless and hungry, America has not yet fulfilled its promise. **Our challenge is to overcome the disintegration of communities, large and small.** While the government's role is critical, government cannot overcome this challenge alone.

MISSION

The President believes in the readiness and ability of every individual and every institution in America to initiate action as a "point of light." Meaningful one-to-one engagement in the lives of others is now required to overcome our most serious national problems. The growth and magnification of "points of light" must now become an American mission.

STRATEGY

I. Claim problems as your own

II. Identify, enlarge and replicate what is working

III. Discover and encourage new leaders

I. Claim Problems As Your Own

A. The President's Call for Action

The President calls on **all Americans and all American institutions,** large and small, to make service of central value in our daily life and work.

The President call on the **heads of businesses and professional firms** to include community service among the factors considered in making hiring, compensaton and promotion decisions.

The President calls on **newspapers, magazines, radio and television stations, cable systems and other media institutions** to identify service opportunities, spotlight successful service initiatives and profile outstanding community leaders regularly.

The President calls on **state and local education boards** to uphold the value of service and to encourage students, faculty and personnel to serve others.

The President calls on **colleges and university presidents** to recognize the value of community service in considering applicants, to uphold the value of community service and to encourage students, faculty and personnel to serve others.

The President calls on **not-for-profit service organizations** to build the capacity to absorb increasing numbers of volunteers in purposeful roles.

The President challenges **all young people** to lead the nation in this movement of community service through the **"YES (Youth Engaged in Service) to America"** initiative. The President calls on all young people to help overcome society's challenges by serving others through existing organizations or new initiatives.

He also challenges:

- Leaders from **all institutions** to engage their organizations in the development of young people;
- **Community leaders and students** to reach out to **alienated young people** and develop community service opportunities which redirect their lives in a positive way;
- **Community service organizations** to build the capacity to absorb large numbers of young people in purposeful community service.

B. One-to-One Problem Solving

Every individual should "connect" with his or her institution - businesses, professional firms, the media, labor, education, religion, civic groups, associations of all kinds and not-for-profit service organizations— and engage in the lives of others in need on a one-to-one basis. Examples of the kinds of engagement the President calls for include:

- starting a **literacy program** to teach every employee or member who wants to learn to read;
- "adopting" a **school, class or single student,** providing tutoring, computers and other learning aids, food, clothing or shelter for each student who needs them;
- "adopting" a **nursing home,** offering comfort and cheer;
- starting a one-to-one mentoring program for **needy young people;**
- forming a consortium to make decent, affordable housing available to the **homeless;**
- contributing and distributing surplus food to soup kitchens each day to feed the **hungry.**

Individuals wishing to help another in any of the above ways independently of an institution are encouraged to establish a **one-to-one relationship** with an individual in need.

II. Identify, Enlarge and Replicate What is Working

The President will serve as Honorary Chairman of a foundation call the **"Points of Light Initiative."**

The President will convene an **advisory committee** to make recommendations **(within 45 days of its first meeting)** on the structure and composition of the foundation and the legislation most appropriate to accomplish the purposes of the President's national service initiative.

The President will seek a **Congressional appropriation** of $25 million annually for the foundation, which will, in turn, seek to match that amount from **private sector contributions.**

The President will challenge each **Governor** to replicate this initiative in each state and encourage **state and local leaders** to develop **"Points of Light Working Groups"** composed of community leaders. These groups will marshal resources within their communities and deploy them to overcome local problems.

The President believes that virtually every problem in America is being solved somewhere. There are already countless service initiatives working successfully throughout America. However, these successful initiatives are too often isolated and unknown to others. **These initiatives must be replicated over and over again by individuals and teams until everyone is connected to someone, one-to-one.**

A. Peer-to-Peer Working Groups

Through a foundation initiative to be called the **"ServNet Project,"** corporations, professional firms, unions, schools, religious groups, civic groups and not-for-profit service organizations will be **asked to donate the services of some of their most talented and promising people for a period of time.**

These extraordinary individuals will **form and lead peer-to-peer working groups,** e.g., lawyers going to fellow lawyers, teachers to fellow teachers, union members to fellow union members, bringing examples of successful initiatives and providing training, technical assistance and other support to enable other institutions to devise similiar initiatives.

B. Linking Servers to Needs

One of the foundation's objectives is to help to improve existing **methods of matching** would-be volunteers with purposeful service opportunities.

Over time, through an initiative called the **''ServLink Project''** the foundation will stimulate the development through private sector resources of **''technology links''** between those who wish to serve and those who need service (e.g., telephone calls, interactive computers, etc.).

Volunteer centers should be easily accessible to all Americans in their neighborhoods, **matching people with service opportunities.** Such contact points may be in a place of worship, union hall, library, fire station, business building, service group headquarters or neighborhood home.

In addition, every bank, credit card issuer, telephone and utility company will be asked to **include in billing and statement envelopes** printed information about how people and their institutions can become engaged in serving others.

C. Recognition and Awards

In order to encourage others to engage in service, every newspaper, magazine, radio and television station will be asked to **identify service opportunities, spotlight successful service initiatives and profile outstanding community leaders regularly.**

The **''President's Build A Community Awards''** will honor those people and institutions who have worked together to rebuild families or to revitalize communities.

Through the foundation, the President will **recognize and present awards and other forms of commendation** to talented community leaders and successful initiatives that are solving the nations' most critical social problems.

III. Discover and Encourage New Leaders

America's community service movement must have the **strongest, most creative leadership** nationally and locally. Such leadership must be constantly recruited.

The foundation, with the help of existing organizations, will **identify the most promising new leaders** in all walks of life, who are not now engaged in community service, and **encourage them** to devote part of their talent and energy to community service.

The foundation will give special attention to **young people** and to **those who have not had the opportunity** to fulfill their leadership potential.

IV. CONCLUSION

The President's national service initiative focuses on the most critical domestic challenges facing the nation today. These problems were long in coming and cannot be solved overnight. But if each American citizen and each American institution responds to the President's call to engage ''one-to-one'' in the life of another person in need, this initiative will be the most comprehensive and inclusive movement of our time. This movement can dramatically reverse negative trends on many fronts and ensure the fulfillment of America's promise.

Building Commitment to Civic Responsibility:

Introducing CIVITAS, A Civic Education Curriculum Framework

by John H. Buchanan, Jr.

The five short years devoted to the commemoration of the Bicentennials of the United States Constitution and the Bill of Rights (1987-1991) are giving our nation a wonderful opportunity to reexamine the guiding principles and values which bound a disparate people and a handful of squabbling colonies into a great nation. These two documents, which constitute one of the greatest political achievements in all history, designate both the precious rights and liberties of every individual in the United States and a most complex conception of citizenship. The vision of citizenship framed in the founding documents places a profound trust in the individual—to turn those yellow, fragile pages penned in an atmosphere of dissolution, into a mighty living mechanism of organized government, which is the very heart of our society. The flesh of that vision and the lifeblood for that heart is *citizen participation*—in the words of Abraham Lincoln, "a government of the people, by the people, and for the people." It is this which has kept our country, formed of people from every nation, race, color, and religion, from destroying itself. It is this which has guided us through a tumultuous founding, devastating wars, the Great Depression, and desegregation.

But it is time to ask ourselves a painful question. Are we by apathy, inaction, and lack of involvement betraying the trust our Founding Fathers placed in us as citizens of the United States? Our entire system of government is predicated on the concept of involved, informed citizens who comprise the ultimate authority and who assume final responsibility in our democratic society. Yet the burden of self-rule we shouldered gladly 200 years ago is being discarded en masse by the citizens of our nation. According to the Committee for the Study of the American Electorate, voter turnout in the U.S. has declined "by more than 20 percent in general elections since 1962, and by nearly 20 percent in presidential elections since 1960. Fully 20 million eligible Americans who used to vote no longer do so. Only 16.6 percent of those aged 18-24 who were eligible to vote cast their ballots in 1986." Those statistics, coupled with reports of incredible ignorance of our citizens about the Constitution, are like high blood pressure—the outward appearance may seem healthy, but inside a heart attack is slowly building. Rule by the people requires as its first precept that the people rule, or vote. The "Silent Majority" through its refusal to participate is in fact voting for bad government and against democracy. This very serious national problem must be addressed to preserve the heritage created by our forefathers. Retired West Virginia Senator Jennings Randolph, who labored for 30 years to secure the vote for young Americans in the 26th amendment, articulates the problem clearly, "Your vote doesn't count unless it is cast."

Education for the "Office of Citizen"

There is good news. During the Bicentennial commemoration there has grown a resounding call to renew our understanding of citizenship and its responsibilities. Prompted by former Chief Justice Warren Burger and the federal Commission on the Bicentennial of the United States Constitution, our country has been encouraged to appreciate and better understand the Constitution and the Bill of Rights. Our national and local education and civic organizations have produced an inspiring assembly of important commemorative programs. Of particular distinction are the U.S. Constitution Bicentennial colloquia, seminars, public forums, festivals, and other celebratory events conducted by community colleges during this commemorative period. Commitment by two year colleges to the civic lives of the communities they serve is further portrayed in the recent report of AACJC's Commission on the Future of Community Colleges, "Building Communities: A Vision for a New Century."

Now our challenge is to build upon the interest in the Constitution that the Bicentennial period has stimulated and channel that interest into a commitment on the part of our schools, colleges, and community organizations to civic education. . . to education for the Office of Citizen.

Clearly, this is a major task...one that requires a major collaborative effort by all sectors of society, with education institutions leading the way. While articulate leaders and exemplary programs exist within individual school systems, and some national organizations have attempted to mobilize their own constituencies, the problem is that there is presently no unified structure upon which to build our nation's conception of citizenship. R. Freeman Butts in his new book *The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century* writes ". . .what is still missing is a broad scale effort to develop a coherent, persuasive and scholarly-based conception of citizenship upon which further long range programs of civic education can rest." The missing piece that is so necessary if we are to respond to the civic literacy challenge that faces our country is a comprehensive, focused approach at the national level to civic education. . . a blueprint, or framework, to guide the development of civic education curricula and programs for use in elementary schools, high schools, colleges, and community settings.

A civic education curriculum framework would be a document similar to the model penal codes periodically developed by the American Bar Association as a resource for bar associations and state agencies. Typically, a framework sets forth the rationale for an instructional program, its goals and objectives, the subject matter and instructional methods that are to be used, and the scope and sequence of the instructional program. A civic education curriculum framework would also present suggested policy statements, legislative statements, course outlines for teacher training, and text book criteria. It would serve as the basis for a comprehensive effort by which the nation's schools, campuses, and voluntary organizations could move forward in a substantive and practical manner to improve civic education in this country.

CIVITAS. . . A New Civic Education Resource

I am pleased to report that such an effort is underway in the form of a new project called **CIVITAS: A Framework for Civic Education.** The CIVITAS project is being jointly conducted by the Council for the Advancement of Citizenship (CAC), a consortium of 80 national and regional organizations, and the Center for Civic Education (CCE), with generous funding from The Pew Charitable Trusts.

Over the coming two years, CAC and CCE are developing and distributing the new civic education curriculum framework. The two organizations are being assisted by a distinguished roster of civic education scholars and curriculum specialists and a National Review Council representing major national organizations. Ernest L. Boyer, President, The Carnegie Foundation for the Advancement of Teaching, chairs the CIVITAS National Review Council. Co-directors of the CIVITAS project are Diane U. Eisenberg, CAC Executive Director, and Charles N. Quigley, CCE Executive Director.

CAC's full membership, including AACJC, will have opportunities to review the framework at various points in its development. The goal is to engage participation at the outset from the full range of groups and institutions that will ultimately use the framework.

This effort is only a beginning. . . but a significant and promising beginning. The task of revitalizing American civic education and civic responsibility requires our long term commitment. It will not and cannot happen overnight. It will take our combined efforts to develop what R. Freeman Butts refers to as "a defensible conception of the morality of American citizenship." It will take our combined efforts to mobilize "battalions for the ballot," Senator Jennings Randolph's phrase for an informed, participating electorate. I am optimistic that we can achieve these goals as we enter America's third century as a republic.

The Honorable John H. Buchanan, Jr. is President of the Council for the Advancement of Citizenship and a former member of Congress.

For more information about CIVITAS, contact:
Nancy Warzer, Council for the Advancement of Citizenship
1724 Masachusetts Avenue, N.W., Washington D.C. 20036, (202) 857-0580

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How the Young Learn Responsibility

by Robert Coles

The word "responsibility," like other words in the old-fashioned moral lexicon of our past, has various connotative meanings and usages. Often children in their unpretentious, informal, and anecdotal way manage quite well to indicate what the dictionary more pointedly summarizes about the manner in which such a word gets used—as I began to realize in January of 1987, when I asked a young neighbor of ours, a ten-year-old boy my wife and I have known since his earliest weeks of life, about the significance of "responsibility" to him.

"It means you should know how to take care of yourself and be on time," he told me without the slightest hesitation. But then he felt a need to amplify. My condensation of an impromptu discussion that lasted just under an hour will, perhaps, help us to understand how children make sense of language, not to mention their manner of fashioning a moral life for themselves. "You have to be responsible, or you'll fall behind, and your work will be there, waiting for you, and there will be trouble, because your teacher will find out—or your parents. My dad tells me that if you're not responsible for yourself, then no one else will be. But he says he thinks about us when he's in his office, and he knows he's got to teach us how to do our chores, and take care of things, and so he's responsible for us, until we've grown up. Then we will be on our own.

"If a person is in trouble," (we had shifted our talk somewhat), "then you should try to help him. According to the *Bible*, you should think of others, not just yourself. You shouldn't walk down a street and ignore someone who has got into a bad jam, and needs some money, or a ride to the hospital. You have a responsibility to others, not just to yourself. The teacher tells us of all our responsibilities, and she means everything you should do: there's a lot of duties. But in Sunday school they'll tell you that you shouldn't only be obedient; you should have a big heart. And one teacher said that if you get yourself all tied up with looking at the trees, you'll lose sight of the whole forest. That's why you shouldn't just be patting yourself on the back all the time, and telling everyone how good your track record is; you should be trying to lend a hand to the folks nearby, because they may be in a real big mess, and you can't just turn your eyes away: that's not being responsible, I don't think."

Duty to Self and Others

That is an interesting and edifying effort on the part of a young, late twentieth-century American citizen to reconcile two not altogether similiar lines of interpretation with respect to the notion of *responsibility*. We have all urged children to show responsibility, to be responsible; and we had in mind, no doubt, the assumption of certain duties and obligations: a psychology of self-control and self-discipline upon which the society must place great store, lest we all be irresponsible in a profoundly disturbing way. That is to say, we can't take another's social behavior for granted in the most elementary respects. We have to take care, lest we all do as we please (or try to do so) and break all sorts of laws—from traffic regulations to building codes to the ordinances that regulate our behavior in public buildings, not to mention behavior respecting the lives and property of others.

On the other hand, as that child was quietly and without rhetorical intent trying to suggest, the word *responsibility* also can suggest not only a duty to oneself, or to the society as a whole, but to specific others—people who themselves, ironically, for one reason or another, may not be fully responsible human beings, in the sense that they are vulnerable enough, hurt enough, weakened enough, to be unable to carry out, say, the ordinary routines of daily life which many of us assume as necessary for ourselves and for others we know and like and trust.

A college student of mine, more sophisticated verbally than that boy just quoted, but not necessarily more subtle morally, was struggling with the same matter when he pointed this out to me one day during my office hours. "I hear people say, 'You have a responsibility to do this, to do that.' They mean: 'Shape up and do your duty!' I wish I'd hear some of those same people tell me I should have lots of responsibility to others, who are in a real bad way. 'You ought to be responsible by now,' my uncle said to me the other day, meaning I should put my nose to the grindstone and be the kind of person he is—a big shot tax lawyer! He's not exactly worried that if Jesus came here and watched him for a day, He might not call the life my uncle and his partners are living a 'responsible' one—you know living up to the sense of Jewish and Christian responsibility that the Gospels proclaim."

What those two citizens, one well under 20 and the other fast approaching that age, are obviously struggling to comprehend is what children (and their parents) all over the world also try to fathom: the moral contours, so to speak, of a word such as *responsibility*. Responsibility toward whom and toward what, and with what (secular or divine) justification or sanction? As I have watched children grow up in different parts of this country, and in other countries, I have begun to realize how sensitive they are to such questions, how interested they are in defining for themselves, again and again, the ethical side of things—the moral assumptions, for instance, which a word such as "responsibility" can have for them, for their friends, not to mention their parents and teachers.

Escape and Salvation

Here, for instance, is an 11-year-old black girl speaking—a bright and articulate student attending a ghetto school in Boston. "I would like to go to college. The teachers say I can get there if I just keep doing my work and stay in school and don't get into the wrong crowd. She says, 'Just ignore them; they re bad news.' She's right. You have a responsibility to yourself, and if you forget that, you'll be in real bad shape. My mother says the same thing—that you'll drown if you worry about others, especially since they're drowning. My daddy—he's drowning! He can't find a good job; he can't find any job; so he starts with one beer, and the next you know, it's two, three, and four of them. At least he won't touch drugs. He means well. He's a good man. He's smart. If he'd been born white, I thing he'd be working for some good company.

"When I worry about him, I can't study. Then my mother gets on my case; and so does my teacher. I feel like I'm being called bad and dumb because I'm upset about my daddy and I can't forget him. And I think of some of my friends—the kids I grew up with—who are getting into drugs and heavy sex. Is it wrong to let others bother you like that?" (I had asked her the question.) "No, I don't think so. But you have to figure out your priorities. That's what growing up means, the teacher says. She's big on obeying the rules, and getting ahead; and I'm with her. I'd like to get out of here. I'd like to live like they do in the white world, in the suburbs. But I'd hate to leave my friends behind, and my daddy.

"Don't you have a responsibility to others, too? I've asked my mamma that question dozens of times, and she says yes. But she doesn't really think so, not compared to the responsibility she thinks I should have for myself. She said to me once: 'Honey, I'll stay here and take care of your father, you go ahead and stay in school, and go further, and move out of here, and that'll be the greatest victory our family has ever had, and no one here will begrudge you what you've won.' The only problem is I might begrudge me what I've won—what I've done. That's what I think sometimes when I've got a spare minute, and I'll be staring out the window in school; or when I'm home, and just thinking about life."

A poignant and compelling moral reflection on the part of a child who is struggling to learn the breadth and depth of what the word *responsibility* ought to encompass! I found it all too easy, at times, to echo the sentiments of her mother, her school teacher. Not that they weren't in certain respects right on target! This girl most certainly did have a responsibility to herself and, as was suggested by her minister, to her people; but she had a responsibility, as well, to more than her people in general—to those among them who had stumbled or fallen. Her conscience, I think it fair to say, was worthy of the Hebrew prophets—the sharply ethical exhortations of Isaiah and Jeremiah and Amos, and of the itinerant teacher who walked Galilee almost 2,000 years ago, worrying long and hard (as this child has) about the rebuked and scorned, the exiled and outcast, the lame and the halt and the blind, the imprisoned and the unpopular.

Loyalty and Commitment

It can be all too easy for us to let what in the *Bible* gets called "principalities and powers" become the exclusive custodians of that word *responsibility*. To be sure, we owe our commitment, our loyalty to our communities, small and large. Children learn even before starting school, and certainly later on, the importance of such commitments and loyalties—learning they absorb from parents, relatives, teachers, and indeed, from one another. (I think we tend to underestimate the amount of learning that takes place when children play or simply hang out in a particular neighborhood.) But there are other obligations our children need to learn—how to reach out to this or that person, caught in one or another situation of jeopardy, even when the larger society has shown no great interest in or concern for such persons.

Indeed, as Dietrich Bonhoeffer and others remind us (I think of someone in my own profession, the psychiatrist Dr. Koryagin, who was expelled from the Soviet Union for condemning the way doctors were used in that country to help run the Gulag's camps), there are moments when our moral responsibilites require that we not be law-abiding citizens. Rather, our responsibilities—to conscience, to God—are to stand up in dissent, even at the price of being branded criminals, traitors. So it has gone for all sorts of martyrs whom we now (years or generations later) safely admire.

So, one assumes, one hopes and prays, it will go in future times for those who are willing to thing about the word *responsibility* in its fullest and boldest and ethically most searching, most penetrating sense: the imperative to stand up for what one believes to be right, honorable, decent, no matter the political, social, economic, or legal hazards. Our forefathers made such an interpretation of that word *responsibility* when they broke with established authority and started a revolution. We can only hope that the rest of us who have followed them in time—children of one genration after another—will not forget their example, will prove worthy of it.

Robert Coles teaches psychiatry and medical humanities at Harvard.

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Call to Action

AACJC POLICY STATEMENT ON NATIONAL AND COMMUNITY SERVICE

Whereas, the schools and colleges of the nation have a central responsibility to help transmit America's values from one generation to the next;

Whereas, a key value is to have a nation of individuals caring about one another and exercising their civic responsibilities;

Whereas, community colleges seek to engender the self-esteem and self-perception of every person;

Whereas, there are many societal needs to be met;

Be it therefore resolved, that community, technical, and junior colleges review the curriculum with the aim of including within their fundamental educational programs, quality student community service opportunities including:

1. either as a requirement, or an option, that colleges provide students with a community service program opportunity, eligible for elective credit toward a degree; and that
2. sufficient importance be attached to this college responsibility that local, state and national resources be sought and secured from private and public sources to make community service programs in community colleges a widespread reality.

Adopted March 1989 by the AACJC Board of Directors

"I worked many years as a social worker and a volunteer in Baltimore. I learned from that experience more than I have ever learned from memos and briefings in Washington. I am a better Senator because of what I learned from the people and communities I worked with every day. Why do we need national service? Because we need to renew the sense of civic obligation, the "habits of the heart" that made our country great. National and community service can help meet that goal."

Barbara Mikulski
U.S. Senator (D-MD)

"The time has come to challenge a new generation of American students. The pledge of President Bush "to make kinder the face of the nation and gentler the face of the world" should be a national commitment. Indeed I see a new idealism and an eagerness to serve others as volunteers in neighborhood food banks and soup kitchens, in nursing homes, in programs for the disabled, and in afterschool tutorial programs. And I see a renewed interest in overseas programs like the Peace Corps.

A spirit of service is one that we must encourage in all of our students. Combining academic study and Peace Corps service will prepare America's young people for an increasingly interdependent world, a world where compassion, justice, and a willingness to help one another will indeed make a difference."

Constance A. Morella
U.S. Representative (R-MD)

Continued

Call to Action

Continued

"Community service is at once empowering and humbling. Students gain self-confidence as they test their ability to make a difference in an unfamiliar environment. They are also reminded of the need for additional knowledge and experience. They develop a firm sense of themselves and the need to be involved in improving an imperfect society. In short, public service advances the local, national and international community as well as the personal development of each student."

Campus Compact
A Project of the Education Commission of the States

"It is clear that when people serve others, compassion and commitment begin to become a part of their lives... Our country has enormous needs in caring for the very old and the very young, in education and literacy efforts, in health programs, and in conservation activities. Now is the time for us to take important steps to encourage our young people to participate in some form of national/community services."

Dale Parnell
President, AACJC

"Many young people feel isolated, unneeded, and unconnected to the larger world. In America today, it is possible for young people to finish high school, and even college, and never be asked to participate responsibly in life, never be encouraged to spend time with older people or help a child learn to read. Students complete their formal education having failed to see a connection between what they learn and how they live. Young people should be given opportunities to reach beyond themselves and feel more responsibly engaged. They should participate in the communities of which they are a part.

Community service offers a powerful way to fulfill education's most essential mission: to enable students to live lives of dignity and purpose; not *only* to give knowledge to the student, but to channel knowledge to humane ends. Community service will do much to help build, within the young people of this nation, a sense of common purpose. National leadership is now needed to help schools and colleges link this larger vision to academic goals."

Ernest L. Boyer
President, The Carnegie Foundation for the Advancement of Teaching

"We have the means and the obligation to make community service the common expectations and experience of all Pennsylvanians. By giving our young people the chance to 'give a little more than they take,' we're building a better community, a better Commonwealth, a better nation and a better world."

Robert Casey
Governor, Pennsylvania

Civic Responsibility Through Service:

Resource Listing

Organizational Resources

The following organizations offer programs, publications and other resource materials on civic responsibility and national and community service.

Action, 806 Connecticut Avenue, N.W., Room 1000, Washington, D.C. 20525, (202) 634-9108. Awards federal grants to local non-profit organizations to undertake youth service projects that serve the needs of low-income communities. Assists these organizations in recruiting and training teen volunteers.

Campus Compact: Project for Public and Community Service, Susan Stroud, Director, Box 1975, Brown University, Providence, RI, 02912, (401) 863-1119. Provides information and technical assistance on specific topics, training manuals and reports on campus service activities.

Coalition for National Service, Donald J. Eberly, National Service Secretariat, 5140 Sherier Place, N.W., Washington, D.C. 20016, (202) 244-5828. Works with national organizations, school systems and individual schools to develop service-learning projects. Offers technical assistance to any school that wishes to develop a service program.

Commission on the Bicentennial of the U.S. Constitution, 808 17th St. N.W., Washington, D.C. 20006, (202) 653-5174. Provides information on campus programs and offers competitive grants to develop projects on Constitutional issues and civic literacy.

Committee for the Study of the American Electorate, Curtis Gans, Director, 421 New Jersey Avenue, S.E., Washington, D.C. 20003, (202) 546-3221. Provides analysis of voter turn-out trends and other related reports.

Constitutional Rights Foundation, Todd Clark, Executive Director, 601 S. Kingsley Drive, Los Angeles, CA 90005, (213) 487-5590. Offers wide-range of law-related citizenship and leadership programs, community service programs and curriculum materials emphasizing student interaction and involvement in the classroom, school and community.

COOL (Campus Outreach Opportunity League), 386 McNeil Hall, University of Minnesota, St. Paul, MN 55108, (612) 624-3108. Trains college-age students to work in the community with other students to help develop community service programs. Launches "Issues and Action" projects designed to help students connect academic pursuits with community service.

Council for the Advancement of Citizenship, Diane U. Eisenberg, Executive Director, 1724 Massachusetts Avenue, N.W., Washington, D.C. 20036, (202) 857-0580. Acts as a citizenship education information clearinghouse offering publications, conferences, resources and other civic literacy services to members.

Exercise Democracy, Claire E. Schwartz, Director, 738 North 5th Avenue, Suite 201, Tucson, AZ 85705, (602) 623-7901. Promotes civic responsibility and develops teaching materials to improve civic education in schools.

Independent Sector, Virginia Hodgkins, 1828 L St. N.W., Washington, D.C. 20036, (202) 223-8100. Creates national forums to encourage giving, volunteering and not-for-profit initiatives that serve people, communities and causes.

Maryland Student Service Alliance, Kathleen Kennedy Townsend, Director, 200 W. Baltimore St., Baltimore, MD 21201, (301) 333-2427. Provides publications and studies on volunteer activities in public schools.

National Center for Neighborhood Enterprise, 1367 Connecticut Avenue, N.W., Suite 200, Washington, D.C. 20036, (202) 331-1103. Offers newsletters, books, audiovisual materials, curricula, funding grants and research findings to neighborhoods and organizations seeking improvement. Addresses issues such as organizing youth in public housing and funding youth enterprise.

National Crime Prevention Council, John Calhoun, Executive Director, 733 15th Street, N.W., Suite 540, Washington, D.C. 20005, (202) 466-6272. Provides materials that highlight ways to develop the community's ability to rely on young people to meet local needs.

National Issues Forums (NIF), Jon Kinghorn, 100 Commons Road, Dayton, Ohio 45459, 1-800-433-7834. Convenes nation-wide discussions on critical public policy issues. Prepares discussion guides to serve as the basis for community group discussions and study circles convened by community colleges and other community-based educational and civic groups.

National Youth Leadership Council, James Kielsmeier, President, 386 McNeal Hall, University of Minnesota, St. Paul, MN, 55108, (612) 624-2719. Trains teens and adult advisors for community service work.

PennSERVE, John A. Briscoe, Director, The Governor's Office of Citizen Service, 333 Market Street, 10th floor, Harrisburg, PA 17126, (717) 787-1971. Supports the development of full-time youth service corps, supports school and college-based service-learning programs and serves as an advocate for volunteering throughout Pennsylvania.

Public Leadership Project, Kettering Foundation, Suzanne Morse, Director of Programs, 200 Commons Road, Dayton, OH 45445-2777, 513-434-7300. Works with colleges and universities to encourage reflective community participation by college students.

Thomas Jefferson Forum, Inc., Jay Davis, 131 State Street, Suite 305, Boston, MA 02109, (617) 523-6699. Works with schools across the country to develop positive personal values, high standards of behavior and constructive citizenship in youth through curriculum development and staff training.

Youth and America's Future, The William T. Grant Foundation, Commission on Work, Family and Citizenship, Samuel Halperin, Study Director, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036-5541. Evaluates current knowledge, stimulates new ideas, increases communication among researchers, practitioners, and policy makers to help our nation chart a better future for youth.

Youth Policy Institute Inc., David Hackett, Executive Director, 1221 Massachusetts Avenue, N.W., Suite B, Washington, DC 20005, (202) 638-2144. Produces *Youth Policy*, a monthly report on national youth programs and issues. Convenes forums on youth policy and develops state of the art computer technology to link youth advocates.

Youth Service America, Roger Landrum and Frank Slobig, Co-Directors, 1319 F Street, N.W., Suite 900, Washington, D.C. 20004, (202) 783-8855. Works to forge an ethic of youth service across the country. Offers financial, technical and promotional support for youth service programs at all levels.

Publications

Provided below are references to selected publications which offer diverse perspectives on civic responsibility, civic education and community and national service. The list is by no means comprehensive, and interested individuals are strongly encouraged to pursue other sources of research and guidance.

Barber, Benjamin. *Strong Democracy: Participatory Politics for a New Age.* Berkeley and Los Angeles: University of California Press, 1984.

Bellah, Robert N., et al. *Habits of the Heart: Individualism and Commitment in American Life.* New York: Harper and Row, 1985.

Building Communities: A Vision for a New Century. A Report of the Commission on the Future of Community Colleges. American Association of Community and Junior Colleges, 1988.

Butts, Freeman R. *The Civic Mission in Education Reform: Perspectives for the Public and the Profession.* Stanford, CA: Hoover Institution Press, 1989.

Butts, Freeman R. *The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century.* Calabasas, CA: Center for Civic Education, 1988.

Citizenship Education News. A quarterly clearinghouse newsletter published by the Council for the Advancement of Citizenship.

The Civic Arts Review. Journal published by the Arneson Institute at Ohio Wesleyan.

Civic Literacy for the 21st Century: The Opening of the American Mind. Jennings Randolph Forum '88, Council for the Advancement of Citizenship, 1988.

Eberly, Donald J., *National Service: A Promise to Keep.* Rochester, NY: John Alden Books, 1988.

Gardner, John. *Leadership Papers,* a series of papers prepared for the Leadership Studies Program sponsored by the Independent Sector.

Ketcham, Ralph. *Individualism and Public Life: A Modern Dilemma.* New York: Basis Blackwell, 1987.

Kettering Review. Journal on civic responsibility topics published by the Kettering Foundation.

Leadership for America: Rebuilding the Public Service. The Report of the National Commission on the Public Service, Paul A. Volcker, Chairman. Washington: 1989.

Mathews, David. *The Promise of Democracy.* Dayton, OH: Kettering Foundation, 1988.

McKenzie, Robert H. "Teaching Public Leadership." New College, University of Alabama, Tuscaloosa, 1987.

Murchland, Bernard. *Voices in America: Bicentennial Conversations.* Ann Arbor, MI: Prakken Publications, Inc. 1987.

Oliver, Leonard P. *The Art of Citizenship: Public Issue Forums.* Dayton, OH: Kettering Foundation, 1983.

Palmer, Parker, J. "Community, Conflict, and Ways of Knowing," *Change,* 19:5, September-October, 1987.

AACJC National Video Teleconference

The American Seminar VII

Civic Responsibility and the American Student

The Challenges and Opportunities of National Service

First 75 Colleges to Register:

Alpena Community College
Amarillo College
Arizona Western College
Austin Community College
Brevard Community College
Broward Community College
Burlington County College
Butler County Community College
Butte College
Cape Fear Community College
Central Florida Community College
Chippewa Valley Tech College
Clark State Community College
College of Lake County
College of the Siskiyous
Columbus State Community College
Community College of Aurora
Cumberland County College
Dallas County Community College
DeAnza College
Dekalb Technical Institute
Delgado Community College
Denmark Technical College
Des Moines Area Community College
Fayetteville Technical Institute
Florida Community College—Jacksonville
Garden City Community College
Gateway Technical College
Gogebic Community College
Hawkeye Institute of Technology
Herkimer County Community College
Houston Community College System
Illinois Central College
Itawamba Community College
Jefferson State
John Tyler Community College
Johnson County Community College
Kent Ashtabula
Lakeland Community College
Lamar Community College
Lansing Community College
Laredo Junior College
Madison Area Technical College
McHenry County College
McLennan Community College
Mid Michigan Community College
Middlesex Community College
Milwaukee Area Community College
Moraine Park Technical College
Morgan Community College
Monroe Community College
Mount San Antonio College
Nash Community College
Nashville State Technical Institute
Northcentral Technical College
Northern Maine Vocational Technical Institute
Northern Wisconsin Technical College
Northern Maine Vocational Technical Institute
Northeast Iowa Technical Institute
Northeast Wisconsin Technical College
Northwestern Michigan College
Oklahoma City Community College
Parkland College
Pearl River Community College
Pellissippi State Technical Community College
Phoenix College
Piedmont Community College
Portland Community College
Prince George's Community College
Rowan-Cabarrus Community College
Saddleback College
Saint Louis Community College
Salish Kootenai College
South Florida Community College
Southside VA Community College
Southwest Wisconsin Technical College
Southwestern Michigan College
The College of DuPage
Treaty Oak Community College
Triton College
Walla Walla Community College
Walters State Community College
Waycross College
Westmoreland County Community College
William Rainey Harper College

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